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Project ABLE was established in 1961 in New York to identify and encourage high ability pupils from culturally deprived groups and low-socio-economic backgrounds. Local projects were established in sixteen districts with the backing of state funds, operating on elementary, junior and senior high school levels. Average costs per pupil varied considerably. The program is under general supervision of the Bureau of Guidance.

A typical ABLE project consists of three phases: 1) intensive remedial and cultural enrichment activities; 2) in-service sensitivity training for school personnel to acquaint them with the characteristics of culturally deprived children; and 3) expanded guidance and counseling service for both pupils and parents. Practices such as summer programs and new instructional techniques are described. The outcomes so far are positive. Most impressive is a perceptible change in school attitudes toward these children. Overall improvement of the students in educational aspirations, scholastic performance, school attendance, and classroom behavior indicate that continuation of the program is fully justified.

Issues and problems which developed in the program are described. The concepts of cultural deprivation and potential ability need to be clarified in relation to the purposes of the program. The program practices need to be related to the particular character of cultural deprivation. Instructional materials need to be developed which have more meaningful links with the world of these children. With the assistance of the state, a detailed evaluation of the various projects should be undertaken in order to satisfactorily resolve the kinds of problems in the report.

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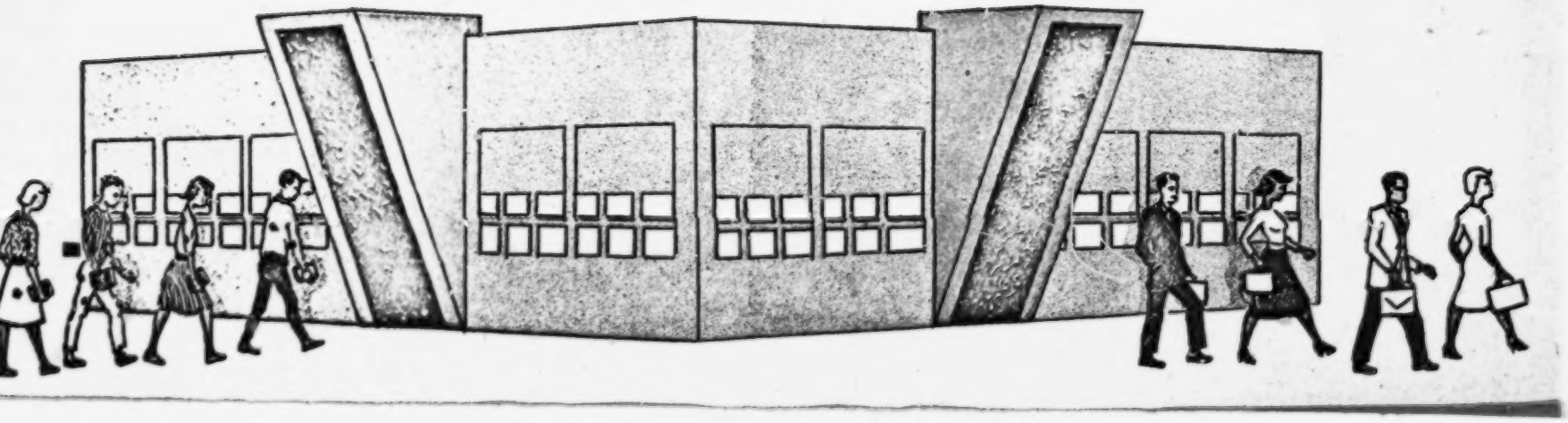

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The University of the State of New York
The State Education Department
Division of Research
Albany, New York
February 1964

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Project ABLE: An Appraisal

by

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Division of Research

February 1964

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Project ABLE: An Appraisal

In April, 1961, on recommendation by the New York State Board of Regents, the State Legislature passed an act authorizing the State Commissioner of Education to make additional apportionments to selected school districts undertaking demonstration programs "for the purpose of identifying and encouraging potential abilities among pupils from culturally deprived groups and from low socioeconomic backgrounds." The provisions of the act, amending section 3602 of the Education Law, stipulated further that each school district planning such a State-aided program must submit a detailed application to the State Education Department for evaluation; that local programs could be conducted for a period of five consecutive years; and that only one program could be approved for any school district. Funds for the approved programs were to be allocated on a matching basis. An initial sum of $200,000 was appropriated for the first year of program operations. A statewide Project ABLE accordingly came into existence.

Status of Project

During the school year 1961-62, local ABLE projects were established in 16 school districts. The same projects continued in 1962-63 and will operate for the third successive year in 1963-64.

The sixteen projects are distributed widely over the State. The major concentration is in the New York City metropolitan area, where seven projects are located. The Mid-Hudson, Capital District, and Mohawk Valley areas have two projects each, while Binghamton, Syracuse and Buffalo have one apiece.

Ten of the projects are sponsored by city school districts, and the other six are distributed among village, central, and union free districts. Five of the six largest cities in the State are represented in the program. It

is mainly in urban areas that large numbers of children from disadvantaged homes confront the schools with a complex array of acute educational problems.

The sixteen projects served over 7,500 pupils in 1962-63. New York City had the largest project group with about 2,550 pupils and Greenburgh the smallest with fewer than fifty. (See Appendix, Table A)

Project pupils comprised a selected group within a grade in some districts, an entire grade or grades in other districts, and the entire enrollment of a school in still other districts.

The demonstration projects operated at all three major school levels, with the major emphasis on elementary education. In 1962-63, eight of the districts had projects at the elementary level only, four had projects at the junior and/or senior high levels only, and four had projects at both the elementary and secondary levels.

Project Costs

While the State pays half the project costs as estimated in the approved applications, it does not contribute toward costs in excess of the estimates. Thus, actual project expenditures in 1962-63 totaled $429,853, of which $193,484 was reimbursed by the State. Program costs ranged from $2,738 in Schenectady to $73,729 in New York City. The median figure was about $20,000. (See Appendix, Table B)

The amount spent per pupil has varied considerably from one project to another. The 1962-63 range was from $2 in Schenectady to $778 in Greenburgh. The average cost per pupil for all the projects was nearly $60. Since the local projects differ greatly in the scope and specific character of their activities, the reported expenditures do not provide a sound basis for determining the average cost of a fully developed program.

In response to evidence of mounting statewide interest in Project ABLE, as indicated by the expressed intention of more than 100 additional districts to initiate local demonstration programs, the State Education Department requested $400,000 from the Legislature for 1962-63 and again for 1963-64, but in each instance the Legislature kept the appropriation at the original 1961-62 level of $200,000. While it has accordingly been possible to continue programs already under way, Project ABLE has not been extended to any other districts.

Administration of Project at the State Level

The administration of Project ABLE in the State Education Department is the responsibility of the Assistant Commissioner for Pupil Personnel Services and Adult Education. The program is coordinated and supervised by the Bureau of Guidance and its supervisory staff.

General policy and procedural directives for the administration of Project ABLE and the awarding of State aid have been set forth in a 1961 manual developed by an ad hoc advisory committee, a Departmental committee, and a Division of Pupil Personnel Services committee. The manual includes a set of guidelines to assist districts in planning for the organization, operation and evaluation of ABLE programs. The guidelines are offered as suggestive and illustrative only; the initiative to develop a complete program is explicitly left to the local districts.

In 1962 and 1963 the Bureau of Guidance sponsored workshops for local administrators, project coordinators, teachers, and special service workers from local ABLE projects. The purpose of the workshops was to provide an exchange of information, views and ideas concerning promising practices, approaches and methods in the education of culturally deprived children.

Staff members of the Bureau of Guidance periodically visit each of the demonstration projects to observe the program in action, see that contract provisions are being met, assess project progress, and assist local personnel with suggestions for handling problems and making improvements.

Project Activities and Practices

There is a considerable variation among local ABLE projects in instructional and organizational arrangements, program emphases, staff assignments, and other aspects. However, all projects have a number of identifiable elements in common. They attack the educational problems of culturally deprived children on several fronts concurrently: in the school, through the home, and with the support of community groups and agencies.

A typical ABLE project consists of three interrelated phases: (1) intensive remedial, instructional, and cultural enrichment activities for pupils; (2) an in-service sensitivity training for school personnel to acquaint them with the needs, characteristics, and potentials of culturally deprived children; and (3) expanded guidance and counseling services for both pupils and parents.

While the educational services offered to pupils generally do not differ substantially from those found in many good schools and particularly in economically favored areas, what distinguishes the ABLE projects as a group is a systematic, positive attempt to concentrate effort, attention, and additional resources on children who have a special kind of educational handicap and who have traditionally been comparatively neglected by the school system.

Among the many approaches used by local ABLE projects, the following are typical. Districts employ special teachers to cut down on class size. Special classes are organized to assist pupils retarded in reading, arithmetic and other academic areas. Pupils receive enriched instruction either during

or outside regular school hours. Summer programs offering educational and recreational experiences are organized. Special counseling is provided for pupils in small groups or on an individual basis. Newer instructional techniques such as team teaching and programed instruction are introduced into the classroom. Pupils are taken on field trips to concerts, plays, museums, laboratories, historic sites, college campuses and other places of evident interest and value. After-school study halls are opened with teacher supervision, for pupils whose home conditions are not conducive to study. Conferences, workshops, and orientation sessions are held for faculty members to promote understanding of the behavior patterns and learning problems of culturally deprived children and to demonstrate more effective ways of working with them both in and out of the classroom. Close contact is established with community social agencies to secure for pupils additional medical, social and psychological services. Parents are visited at home by counselors and social workers who explain project objectives to them and discuss with them the educational progress, prospects, and problems of their children. Special meetings for parents are arranged in the school, where various specialists may advise them on such matters as scholarship and student loan opportunities, the inculcation of proper study habits, and effective home reinforcement of school learning in different subject areas. (See Appendix, Table D)

The outcomes reported by the participating districts, the supervisory reports by the Bureau of Guidance, and the observations made in the course of this study indicate that the ABLE program on the whole is effective. There is a notable aura of enthusiasm which characterizes the operations of ABLE projects. Most impressive is a perceptible change in the school climate and attitudes toward the culturally deprived children. They have been given an image of a school which is friendly, helpful and interested in their future.

The projects have contributed tangibly to the morale as well as the personal and professional growth of the teaching staff. In most districts there is evidence of improved scholastic performance. In many instances the educational aspirations of pupils have been distinctly raised. Overall improvement in school attendance and classroom behavior is noticeable. The projects have elicited substantial community interest, support and participation. On all these grounds the continuation of the ABLE program appears to be fully justified.

Issues and Problems

It should be pointed out, however, that the ABLE program cannot as yet be considered to have passed through the developmental stage. It has not progressed to the point at which the evidences of success can be regarded as conclusive. The ABLE projects represent a relatively new enterprise, and much about them remains to be more precisely defined and worked out. It is to be expected, therefore, that the considerable gains which have been made have been accompanied by the emergence of a number of problems and issues with serious implications for the character and efficacy of ABLE in the years ahead. What ABLE will be like after its formative period is over—what it will do, in what ways, for what kinds of children, under what circumstances—will depend on decisions now to be made.

Among the major issues and problems which require careful consideration and intensive study as a basis for such decisions are the following:

1. Clarification of concepts of cultural deprivation and potential ability in relation to program purposes. In order to encourage local initiative and to facilitate the adaptation of programs to varying local conditions, the initial directives for establishing ABLE programs allowed a

great deal of latitude to districts in interpreting the key components of cultural deprivation and potential ability. The result has been a diversity in program development which, though it constitutes a rich resource of collective experience, also carries the seeds of overall Project fragmentation. That is, so different are the directions in which local programs are moving that in a few years they may come to lack any meaningful unity, and instead of being varied parts of a common design they may simply be pieces which do not fit into a recognizable whole. In planning ahead for Project ABLE, an attempt should be made to give a more cohesive and consistent orientation to the Project in the light of the collective experience.

More specifically, in the development of local programs for "culturally deprived children of potential ability," two divergent approaches are evident. One takes deprivation as the point of departure, and the other takes ability. The first tends to focus on patently low socioeconomic groups, largely Negro and Puerto Rican, and to operate on the explicit or implicit assumption that more ability is there than meets the eye or the test because of the handicapping effects of the environment: the emphasis is on helping such children to realize whatever potential they may have and to function at a higher ability level than they are now doing. The other approach tends to focus on children identified by IQ tests and staff appraisals as of relatively high ability, but who have been "underachieving" presumably because of limited home, neighborhood, or group opportunities: the emphasis is on providing optimum learning conditions for a special category of talented children.

The former approach is more specific about the deprivation than the ability, and tends to result in a project suggestive of a "program for the needy," in which clearly underprivileged children struggle to attain such

basic skills as reading and to improve in whatever ways they can. The latter approach is more specific about the ability than the deprivation, and tends to result in a project closer to a "program for the gifted," in which clearly talented children are challenged to go well beyond basic skills by overcoming whatever blocks to learning there are: the rationale is that virtually any block to learning is environmentally induced or influenced, and thus a kind of cultural deprivation.

While much can be said in support of either position, it would appear that a more definite specification of both deprivation and ability is in order. This is not to suggest a monolithic uniformity among programs: once the criteria and standards for determining cultural deprivation and potential ability are more clearly defined and established for program purposes, individual programs can still vary in emphasis within a specified range. If there is to be an overall statewide emphasis, it would seem that the former type of approach—oriented more specifically toward demonstrable deprivation than toward demonstrable talent—is closer to the original intent behind the allocation of funds for the Project, and more appropriate to the special educational task which has been created by many years of discriminatory treatment of Negroes and other minority groups. Until serious and concentrated attention has been directed to the nature of cultural deprivation and its effects, a really adequate delineation of the dimensions and horizons of the talent now buried may not be possible.

2. Relating program practices to character of cultural deprivation. Even where cultural deprivation has been fairly firmly identified and serves as a pivot for the ABLE program, few project districts have made a methodical or concerted attempt to adjust their practices to the cultural characteristics of

the various groups being served. While such districts commonly recognize the economic difficulties and educationally handicapping living conditions of the disadvantaged children, they have generally failed to explore systematically how the attitudes, aspirations, and motivations of the various minorities differ and what such differences would suggest in terms of appropriate modifications of program activities and techniques.

Moreover, slight consideration is usually given to the distinctly cultural factors, such as poorly developed skills of auditory and visual discrimination, impoverished verbal repertory and lack of conditioning to abstract thought habits, which often play a significant role in the scholastic retardation of disadvantaged children. For example, remedial reading instruction is seldom linked specifically to the cultural character of the reading disability. Too often there seems to be a tacit assumption that a reading problem is a reading problem, however it came about, and that the same combination of phonic and visual approaches is appropriate to the same reading disability symptoms, regardless of their cultural origin and cultural perpetuation. This is like trying to treat a fish out of water.

There are, however, encouraging signs in the efforts of some districts to relate program practices more specifically to culture patterns. In dealing with reading and language problems among socioeconomically disadvantaged Negro children, for instance, some projects have given serious attention to the cultural dimensions of concept formation. Observing that conventional approaches to the inculcation of reading and language skills tend to be relatively ineffective because the concepts to be communicated are often outside the cultural experience of such children, staff members have sought to make these concepts meaningful by skillfully relating them in a variety of ways to experiences with which the children <u>are</u> familiar. What is distinctive about

such efforts is not the principle itself, which is commonly enough honored in the abstract, but the systematic implementation of the principle in the perceptive consideration of the special world of the children being served. Much more needs to be done along this line.

Of signal importance in developing an effective program for culturally deprived children is the willingness of school officials to see such children in a fresh light. They must be viewed not only in terms of their deficiencies and disabilities, but also in terms of their strengths and their untapped learning and achieving potential. The problem is to draw out dormant talent, to ignite the spark of hidden or stifled ability and to capitalize on the positive elements in their cultural background. Where conventional techniques are found to be ineffective, new approaches should be invented, tried and tested.

3. Scope of program. Some projects concentrate on a relatively small number of pupils, making possible a more intensive and individualized program. Other projects tend to be expansive and extensive in nature, spreading out their resources to reach a comparatively large number of pupils. While there are grounds for justifying either position, particularly in view of varying local conditions, cultural deprivation tends to be such a deep-rooted and forceful inhibitor of educational progress that an intensive, concentrated approach seems to be generally more appropriate.

In this connection, close observation indicates that a key element in the success of programs for the culturally deprived has been the development of personal, individualized relationships between a central staff figure—typically the project coordinator—and the pupils. Time and again the importance to pupils of having someone work with them who knew and cared about them as individuals, and to whom they in turn felt personally responsible, was

underscored. In programs extended to comparatively large numbers of pupils, this type of relationship tended to be precluded, and program resources tended to be spread so thinly that there was a manifest danger of ending up with a project too diluted and diffuse to be of more than token value.

It would be an oversimplification to contend that Project ABLE is necessarily most effective with comparatively small groups. What appears to be needed when more pupils are brought into a project is a commensurate expansion of program resources in general and staff in particular, so that the individualized quality of coordinator-pupil relationships can be preserved and incorporated in a closely knit network of staff-pupil ties. This would call for substantially more fiscal support than has so far been forthcoming. The Madison Area Project in Syracuse is one type of model for a comprehensive program mobilizing an impressive complex of resources and personnel in a large-scale yet concentrated attack on problems of cultural deprivation.

4. Level of program. While most local projects operate at the elementary level, several are exclusively or in part directed to the secondary level. There is considerable justification for the general emphasis on elementary education, since the earlier cultural deprivation is dealt with, the less firmly entrenched its effects are apt to be. The later the child is brought into the program, the more years there are to make up for, in the sense of overcoming the cumulative consequences of an educationally handicapping life situation.

For programs instituted at the secondary level, it would appear that either more resources or fewer pupils are to be recommended, since at this point even more of a "crash" effort is called for than at the elementary level. Indeed, the most promising results at the secondary level have been obtained in districts which either have invested proportionately more resources in the project or have focused on a relatively small group of carefully selected pupils.

It is evident, then, that the issue of program level is closely related to that of program scope, and neither can be resolved independently of the other. The concentration of effort appropriate to programs at both the elementary and secondary levels must be intensified at the higher level to have a comparable impact. Where this is not feasible, it would seem advisable to use funds principally at the elementary level, since they would tend to go further and have a more pervasive influence.

5. Control of program. Proper organization of local projects is, of course, an important factor in the success of a program. The central and most significant role in this regard is that of the project coordinator. In most instances the project coordinator has been given sufficient administrative support, autonomy and freedom of action to facilitate his task. Where this has not been the case, however, (and such occurrences are fortunately rare) his effectiveness has tended to be undermined, resulting in a loss of definition, focus, and efficacy in the control and direction of the program. Since Project ABLE is a relatively new activity, and by its nature represents a departure from established practice, there are bound to be different ideas about how it ought to be run in the various localities. Consequently school administrators may be strongly tempted to countermand the decisions of the project coordinator on diverse matters. But if this is done, a loss of confidence all down the line can be expected.

It is suggested, therefore, that once a project coordinator is selected, the most effective use that can be made of him is to let him run the program according to his own best judgment and his own decisions, without administrative interference. If, after he has had ample opportunity to show what he can do, his superiors are dissatisfied with the outcomes, he can be replaced, but while he is on the job there would seem to be no justification for making it more difficult for him to do that job.

6. Integration of program. A dual need may be recognized for fuller integration of project practices both with respect to one another and with respect to the regular school program. While some promising beginnings have been made, there has been no satisfactory determination of the most effective ways and means of articulating project parts into a program whole. There has been little systematic exploration of such questions as how remedial instruction, field trips, home visits, and guidance services can be combined to maximize their collective influence. Yet the prospective complementary and reinforcing effects of one project phase on another are so evident that it would appear highly appropriate to try to develop a blueprint or plan for structuring and strengthening the relationship among the various phases. If special study requiring additional funds is necessary, in the interest of overall operating efficiency such a study is certainly to be recommended.

Similarly, the integration of all Project ABLE activities into the regular school program presents a problem which may call for special study. Observations of the program indicate that, at least on a short-term basis, the impact of ABLE on pupils tends to be most pronounced and to make the greatest difference in their behavior when the project is given a distinctive and somewhat separate status in relation to the regular school program. It is then something that is clearly new and different in their lives. A key issue is how (and to what extent) ABLE can be ultimately worked into the regular school program without significant loss of the distinctive flavor and impetus which give it unique meaning and force.

7. Development of instructional materials. Conventional curriculum materials (especially those used in basic reading programs) have serious shortcomings when applied to the education of culturally deprived pupils. They tend to present as real a world which is manifestly unreal to such pupils,

a Never-Never Land where children are almost invariably white, well-dressed and well-fed; live in warm, comfortable, happy homes; and have lots of lawns and parks where they can play joyfully with the blessing and support of the friendly, helpful policeman. Granting the virtues of a positive picture, the essential difficulty is that the kind of reality depicted (questions of accuracy aside) is one in which the culturally deprived children are aliens, in which they and their families and what they represent are rejected, and which deals with values and concepts that are difficult to grasp within the framework of their own experiences.

There is widespread recognition of this problem, and project personnel not uncommonly improvise materials which provide clearer and more meaningful links between the world of the school and the world of the culturally deprived child. In addition, there has been a limited development of special standardized materials which are being tried out with encouraging early results in some instances. The recently announced plan of the State Education Department to develop materials which would give a more equitable representation to the place of Negroes in American life is an important step responsive to one phase of the problem. Yet the need for more realistic but at the same time absorbing and inspiring materials continues to be a pressing one. It is strongly recommended that, as soon as possible, funds be made available to facilitate their development.

Obviously the need goes beyond appropriate textbooks and other reading materials. From the vast store of modern teaching aids such as demonstration kits, miniature plastic models, experimental chemistry sets, games, puzzles and toys, effective instructional tools can be forged which would have a special appeal to children with a more concrete, "thing-oriented" pattern of learning and would strongly activate their thoughts and imagination.

8. Use of staff. Local projects have been very fortunate in their selection of staff. Project personnel in general appear to be dedicated and competent. But there are still problems of how to deploy and use the project staff to maximum advantage. At present no firm answers have been established. When program modifications are combined in varying ways with the introduction of special personnel, as is the case in ABLE projects, the results depend heavily upon the degree of coordination of the total effort. Such issues as the most effective use of special service personnel, the bolstering of working relations between project staff and non-project staff, and the in-service training of teachers are accordingly of continuing concern. Comparative studies, drawing on the collective experience of local projects, and bringing approaches of particular promise to the attention of all, could provide a sounder rationale and more firmly grounded empirical framework for dealing with such issues.

9. Local evaluation of program. The ABLE projects were undertaken as demonstration programs rather than research-oriented experimental programs. While the general State directives called for inclusion of provisions for evaluation, it was not expected that rigorous, systematic evaluation using a "tight" research design would be either feasible or appropriate before districts had had a chance to try out approaches, to get a better sense of the questions to be answered and the problems to be attacked, and to learn from their own experience and that of others what kinds of evaluative information would be especially useful and what kinds of assessments they could effectively make.

On the whole, the districts have done much in the way of evaluation during the formative period of project operations. A wide variety of evaluative tools has been employed, and a wealth of evaluative data of many different kinds has been amassed. The rich, diversified store of recorded experiences and promising leads now available can provide a basis for a more thorough,

sensitive, and carefully structured evaluative effort in the years ahead. It is believed that the time has arrived for planning and organizing this effort.

To achieve maximum benefits from this effort, certain strictures applicable to the data so far collected ought to be taken into consideration. First, the data are not comparable. In the early stages of the Project, the fact that different districts reported different things in different ways was well suited to the general exploration and mapping of the broad dimensions of the target area of evaluation. Now, however, one would like to be able to make systematic comparisons, by which the results of program A can be properly assessed in relation to those of program B, in order to gain a better understanding of why certain kinds of approaches are particularly effective in reaching certain parts of the target. This can only be done if districts are asked to evaluate and report on comparable project aspects in comparable ways. The State survey form sent to participating districts this year was a step in the right direction. The form may be refined and sharpened on the basis of the responses to provide a more effective guide for district reporting in subsequent years. It ought to be made clear, however, that the purpose of such an effort is to bring about not rigid uniformity but rather the designation of a common ground or shared target area within which valid comparisons can be made.

It must be also said that in some districts the evaluation tends to be somewhat too fragmentary and superficial. Case studies tend to be quite sketchy; statistical data tend to be reported without an interpretative context which would give qualitative flesh to quantitative bones; and subjective appraisals of changes in attitudes and behavior tend to be too thinly documented to be wholly reliable. (Subjective evidence can be extremely valuable, but if it is no more than a "feeling" it cannot be replicated or checked. This is

not to say that a "feeling" is not useful, but it must be supported by carefully marshalled, detailed descriptions of cases and observations to be of convincing value.) In some instances, local evaluations appear to lack a coherent, coordinated design which would make it clear what is looked for and why.

All this may seem more critical than it is intended to be. There is enough evidence that <u>every</u> district has achieved much along certain lines, and that the overall contribution has been substantial, to provide a vital springboard for evaluations to come. But it must be realized that a more systematic, critical, and controlled collection of detailed evaluation data is a prerequisite to satisfactory resolution of the kinds of problems identified in this report.

10. <u>Role of State</u>. Even though the participating districts have shown a high degree of initiative in the development of programs, it is evident that the State Education Department has an important role to play in lending assistance and guidance where needed, in helping individual districts benefit from the collective gains, and in coordinating the various local efforts into an effective State program.

It should be noted, however, that the nature of State responsibility with regard to the operation of local projects is viewed differently by different districts. According to one interpretation, in the support of local projects, the State Education Department ought to act more like the Ford Foundation and comparable agencies: once the funds are awarded for an approved proposal, the Department should not "keep coming around to see how the money is being spent," or take an active concern in shaping the course of the project, but should essentially confine its jurisdiction to the renewal or non-renewal of project support on the basis of evidence submitted by the local district. While this is not the prevailing interpretation (most districts want all the help they can get), in order to prevent misunderstandings it would appear

advisable at the time the Department undertakes the support of a project to clarify with the district the general lines of Departmental involvement, keeping the involvement as flexible as is appropriate to the balance of State and local interests.

That Project ABLE has progressed from the drawing board to an active reality of considerable accomplishment and promise is due in no small part to the work of the Bureau of Guidance. The Bureau has done an outstanding job in serving local districts. Moreover, the nature of its professional concern is such that it is uniquely fitted to assume central responsibility in a program in which the quality of guidance and the bearing of human relations on pupil adjustment are so critically important.

Since the Bureau of Guidance is called on to give assistance and advice to districts in a wide variety of subjects as well as special service areas connected with Project ABLE, it would seem advisable to make arrangements by which the Bureau can expediently draw on the varied supervisory competencies and specialties in the Department as needed. In seeking to implement cooperative efforts among local districts, the example set by the Department can do much to show the way.

* * *

There are three major points to reiterate:

1. Project ABLE has made impressive gains in the first two years of its operation, and continuation is not only justified but deserves a high priority at a time when the principle of equal educational opportunity is being put to the test as never before.

2. In the course of Project operation, various problems and issues have arisen which call for more systematic study than local districts, with limited resources and special committments, have been able to give. Additional support is needed to expedite the resolution of these problems and issues.

3. The State Education Department, through the Bureau of Guidance, has an important role to play in lending assistance where needed, in helping districts benefit from the collective gains, and in coordinating the various local efforts into an effective State program.

Table A

Project ABLE, 1962-63
Number of Pupils by School District, Grade Level and Sex

School District	Number of Pupils												
	Elementary				Secondary				Special classes		Total		
	K-3		4-6		7-9		10-12		K-9				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both
Albany	46	39	113	129							159	168	327
Bedford	21	15	20	8							41	23	64
Buffalo					72	59	103	49			175	108	283
Greenburgh	22	23									22	23	45
Kingston			32	43	61	46					93	89	182
New York							1369	1181			1369	1181	2550
Newburgh	299	307	161	154							460	461	921
Oppenheim-Ephratah	7	3	16	11	35	31					58	45	103
Roosevelt					24	20	18	18			42	38	80
Schenectady	356	293	228	220	145	137			65	46	794	696	1490
Suffern	45	48	41	39							86	87	173
Syracuse			79	57	30	14					109	71	180
Utica			41	65							41	65	106
White Plains	109	124	31	24							140	148	288
Windsor					25	23					25	23	48
Yonkers	105	122	246	208							351	330	681
Total	1010	974	1008	958	392	330	1490	1.248	65	46	3965	3556	7521

Table B

Project ABLE, 1962-63
Cost of the Program

District	Expenditures			Per pupil cost[2]
	State	Local[1]	Total	
Albany	$ 14 916	$ 14 916	$ 29 832	$ 91
Bedford	5 600	6 008	11 608	181
Buffalo	14 986	14 986	29 972	106
Greenburgh	13 000	22 000	35 000	778
Kingston	14 200	25 372	39 572	217
New York	34 300	39 429	73 729	29
Newburgh	21 600	26 052	47 652	52
Oppenheim-Ephratah	4 288	4 288	8 576	83
Roosevelt	2 403	2 403	4 806	60
Schenectady	1 369	1 369	2 738	2
Suffern	5 671	5 671	11 342	66
Syracuse	23 488	23 488	46 976	261
Utica	5 650	5 650	11 300	107
White Plains	5 913	5 913	11 826	41
Windsor	2 900	3 954	6 854	143
Yonkers	23 200	34 870	58 070	85
Total	$193 484	$236 369	$429 853	

[1]Variations from State reimbursements are due to feature(s) or group(s) added by district and supported fully from local funds.

[2]Total divided by number of pupils in demonstration group(s).

Table C

Project ABLE, 1962-63
Staff Positions (Full and Part Time) by School District and Type of Employment

District	Total number		Staff position															
			Administrator		Regular teacher		Curriculum specialist, special teacher		Guidance counselor		Medical, social worker		Psychologist		Remedial reading specialist		Secretarial, clerical service	
	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time
Albany	13	5			9	3		1	1		1			1	1		1	
Bedford	—	26				22				1		1		1		1		
Buffalo	1	55				44				8	1			1		2		
Greenburgh #8	3	5		1			1	1			1	1		1		1	1	
Kingston	4	10	1		3	4				2		2		1		1		
New York City	5	11		1	5	4						2		2				2
Newburgh	4	21		2	1	16			1			1		1	1		1	1
Oppenheim-Ephratah	1	11				8				1		1		1	1			
Roosevelt	--	10				4				1		1		1		3		
Schenectady	—	6		2						2				1				1
Suffern	—	10				7		2						1				
Syracuse	13	18			10	7	1	3	1	3		2		1	1	2		
Utica	5	7			5			3		1		2		1				
White Plains	15	5			11		3	3				1		1	1			
Windsor	--	15		1				11		2								1
Yonkers	46	—	1		38				1				1		5			
Total	110	215	2	7	82	119	5	24	4	21	3	14	1	15	10	10	3	5

Table D

Project ABLE, 1962-63
Selected Characteristics of Local Projects by Type of District

Characteristic	Large cities					Medium size cities			Small cities		Suburban				Rural	
	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	D1	D2	D3	D4	E1	E2
Educational level																
Elementary	x				x	x		x	x		x	x	x			
Secondary		x	x											x		x
Elementary and secondary				x			x			x					x	
No. of schools in project																
One	x					x		x			x	x		x	x	x
More than one		x	x	x	x		x		x	x			x			
Group composition																
Predominantly Negro	x			x		x			x		x					
Various socio-ethnic groups		x	x		x		x	x		x		x	x	x	x	x
Scope of project group																
All or nearly all pupils in grade(s) or school(s)	x		x		x	x	x	x	x							
Small, selected groups		x		x						x	x	x	x	x	x	x
Selection criteria																
Residence in socioeconomically depressed neighborhood	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
IQ, 90 or more		x		x						x		x	x	x	x	x
Scholastic achievement				x						x				x	x	x
Teacher-staff recommendation		x		x						x	x	x	x	x	x	x
Pupil self-referral		x														
Referral by community agencies		x														
Referral by feeder schools		x														
Index of socioeconomic status											x					
Guidance provisions																
Individual sessions only	x						x					x				
Individual and group sessions		x	x	x				x	x	x	x		x		x	x
Group sessions only						x								x		

Table D (continued)

Characteristic	Large cities					Medium size cities			Small cities		Suburban				Rural	
	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	D1	D2	D3	D4	E1	E2
Guidance provisions (continued)																
Frequency per pupil of individual sessions:																
1-2 sessions	x	x	x												x	
3 or more sessions				x				x		x	x	x		x		x
As needed						x	x									
Frequency of group sessions:																
1-4 sessions		x					x								x	
5-9 sessions			x					x				x	x			
More than 10 sessions				x	x					x				x		x
Remedial reading																
Small group instruction and individual tutoring					x									x	x	
Small group instruction only	x	x	x	x		x		x	x	x	x	x	x			
Summer program	x								x			x				
After school program		x			x									x		
Enrichment and special program provisions																
Field trips	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Guest speakers	x	x	x	x			x	x	x	x			x	x	x	x
Arts, crafts and music	x	x		x	x	x		x	x			x			x	
Special tutorial program		x														x
Newer instructional techniques:																
Team teaching	x			x				x	x	x		x				
Programmed instruction				x												
Structural linguistics				x												
Nongraded instruction									x			x				
Special materials				x							x					
Book fairs															x	
Services for parents																
Home visits:																
All or nearly all homes visited		x		x				x		x	x	x	x			
About half of the homes visited					x	x	x		x					x	x	x
Few homes visited	x		x													
Conferences at school:																
Infrequent			x	x			x			x		x	x	x	x	
Frequent	x	x			x	x		x	x		x					x

Table D (continued)

Characteristics	Large cities					Medium size cities			Small cities		Suburban				Rural	
	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	D1	D2	D3	D4	E1	E2
Services for parents (continued)																
Parent group meetings:																
Low attendance					x							x				
Average attendance	x		x	x				x					x	x		
High attendance						x			x		x					
Adult education classes									x	x						
Staff orientation and training																
Special staff meetings	x	x	x	x	x	x	x	x	x	x			x			x
Case study conferences	x			x			x				x	x		x		
Demonstration lessons	x		x	x						x	x					
Community support																
Special medical and other services	x		x				x		x	x	x			x		x
Free use of facilities	x		x				x	x	x			x				
Free tickets to plays, etc.	x	x										x				
Contribution of funds and materials	x	x			x	x				x	x	x				
Scholarships and awards				x												
Outcomes reported																
Achievement gains	x	x		x	x			x	x	x	x	x			x	
Improved school attendance	x	x	x					x	x	x		x				
Attitude and interest changes	x	x		x	x			x	x	x	x				x	x